

Year 1 and 2 English Overview

Summer - Terms 5 and 6



		Year 1	Year 2
<u>Reading (From 21 steps Reading)</u>	Word Reading	<ul style="list-style-type: none"> - I can use phonic knowledge to blend sounds together to read words, including long phonemes. - I can read words without overt sounding and blending after a few encounters - I can read the common exception words* - I can accurately read words containing GPCs that have been taught. - I can read familiar endings to words (:s,:es, :ing, :ed, :er, :est). - I am beginning to spot errors in decoding and attempt to self-correct - I am starting to notice contractions and am beginning to understand them. - I am starting to be aware of, and use, alternative sounds for graphemes 	<ul style="list-style-type: none"> - I can read familiar words quickly, without needing to sound them out. - I can read common suffixes, understanding the impact on root words. - I can use a range of decoding strategies. - I can use syllable boundaries to read each syllable then combine them to read a word - I can self -correct when I have read a sentence incorrectly. - I can accurately read words with contractions. - I can read all (Year 1 & 2 HFW).
	Comprehension	<ul style="list-style-type: none"> - I can identify the main events or key points in a text. - I can answer straight forward questions about a story. - I can recognise the difference between fiction and non-fiction. - I can recognise obvious story language- 'Once upon a time.. Big Bad Wolf...' and recognise a range of patterns in texts, including stories, rhymes and non-fiction. - I can explain clearly my understanding of what is read to me - I can recognise repetition of language in my reading. - I can discuss what new words mean, linking new meanings to those I already know. - I can appreciate rhymes and poems and recite some by heart. - I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - I can participate in discussions about what is read to me, taking turns and listening to what others say. 	<ul style="list-style-type: none"> - I can retell a story, referring to most of the key events and characters. - I can summarise a story, giving the main points clearly in sequence. - I can find the answers to questions in non-fiction, stories and poems. - I can locate specific information e.g.key information/events, characters names etc. - I can decide how useful a non-fiction text is for the purpose. - I continue to build up a repertoire of poems learnt by heart, with appropriate intonation - I can discuss my favourite words and phrases and how it affects meaning. - I can recognise key themes and ideas within a text. - I can participate in discussions about books, poems and other works and can compare similarities and differences between texts. - I can make choices about which texts to read, based on prior reading experiences.
	Language for effect		<ul style="list-style-type: none"> - I can understand some differences between spoken and written language - I can recognise simple similes
	Inference	<ul style="list-style-type: none"> - I can express opinions about main events and characters in a story. - I can make simple predictions about the characters. - I can recognise why a character is feeling a certain way. - I can link what I read or hear to my own experiences, with support. 	<ul style="list-style-type: none"> - I can make simple inferences about thoughts and feelings of characters and reasons for their actions. - I can discuss reasons for events, by using clues in the story. - I understand why a writer has written a text - 'She wants you to know how to make a kite'. - I can make predictions based on reading other books by the author and my own experiences. - I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'.
Range of texts -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently -Becoming very familiar with key stories, fairy stories and traditional tales , retelling them and considering their particular characteristics -Being introduced to non-fiction books that are structured in different ways. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear			
<u>Writing (from 21 steps Writing)</u>	Spelling	<ul style="list-style-type: none"> - I can confidently spell words containing the 40 phonemes. - I can confidently use letter names to distinguish between different spellings with the same sound. -I can add the prefix 'un' and recognise its impact. - I understand and use singular and plural and add correct suffixes. - I am able to use different ways of spelling long vowel phonemes. - I can add suffix ing to a root word where no change is needed in spelling - I can write a simple dictated sentence 	<ul style="list-style-type: none"> - I can add suffixes to spell longer words (less, mint, ness, ful, ly,) - I can distinguish between homophones and near homophones. -I am aware that words are not always spelt like they sound -I am learning an increasing number of common exception words -I can spell contractions
	Handwriting	<ul style="list-style-type: none"> - I am beginning to write letters that are all a consistent size. - I am beginning to join letters that belong to the same 'handwriting families.' - I can form full stop, question mark and exclamation mark, increasingly without a reminder -I can form the majority of capital letters 	<ul style="list-style-type: none"> - I can use spacing between words that reflects the size of the letters. -I am developing a joined style
	Writing Composition	<ul style="list-style-type: none"> -I can plan or say out loud what I am going to write about. - I can compose a sentence orally before writing. -I can repeat my sentence before writing so that it is clear in my head and helps me to remember it - I can sequence sentences to form short narratives - I can write in a variety of different genres including: poetry, real events, fictional experiences and for different purposes. - I can use and apply what I have learnt through sentence and word work - I can re-read what I have written to check that it makes sense. - I can read aloud my writing clearly enough to be heard by my peers and the teacher. - I can evaluate what I have written with the teacher or another pupil. 	<ul style="list-style-type: none"> - I take pride in my writing -I can write for different purposes. - I can write a simple plan including a range of features. - I can check if my writing makes sense and make improvements. -I can develop and order my ideas through participation in drama/role play/improvisation -I can use new vocabulary in my writing, which I have taken from my reading/whole class discussions
	Vocab and grammar	<ul style="list-style-type: none"> - I can use the conjunction 'and'. - I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount. - I can write a statement, question and exclamation appropriately. - I can use adjectives to create an effect. - I can write a simple sentence dictated by the teacher. 	<ul style="list-style-type: none"> - I can use appropriate conjunctions in my writing. - I can select appropriate sentences for effect. - I can use appropriate adjectives in my writing. - I am beginning to use appropriate imperative verbs. - I can consistently use the present and past tense of verbs in my writing. -I can write simple sentences using exception words and punctuation. -I can discuss language using an increasing number of technical terms
	Punctuation	<ul style="list-style-type: none"> I can use capital letters for proper nouns. - I can use capital letters, full stops,question marks and exclamation marks to demarcate sentences. - I am aware of all capital letters/lower case pairs 	<ul style="list-style-type: none"> -I can use apostrophes for contractions e.g. don't - I can use apostrophes for possession. - I can use commas to form a list. - I can use speech marks
<u>Text types to be covered</u>	Writing about, narrative, non-fiction, poetry, instructions, recipes writing for different purposes.		
<u>Topics and Rich Texts used</u>	Year A	Countryside Connections	Shakespeare - All's well that ends well Midsummer Night's Dream - William Shakespeare
	Year B	Paws, Claws and Whiskers The Tiger Who Came to Tea - Judith Kerr Big Cats - DK Eyewonder	Towers, Tunnels and Turrets 'The bad tempered ladybird' 'The very hungry caterpillar' Eric Carle
	Year C	Bounce	Turn on and Tune in

Speaking and listening (from 21 steps Speaking and Listening)	Talking to others: competence; confidence; recitation, solo performance and presentation	-I can respond differently to adults and children - I am more confident to speak clearly and with flow, with increased detail, e.g. descriptions, simple explanations. - I can read aloud audibly and confidently in any situation, to maintain the listener's interest. - I can participate in discussion - I can recite some rhymes/poems -I can explain with increased detail - I can explore ideas - ask for the meaning of unknown words	- I am speaking fluently and clearly. - I can read aloud with appropriate intonation to make the meaning clear. - I can vary my language to hold the attention of the listener. - I can recite some poems with appropriate intonation - I can provide appropriate descriptions of events -I can communicate my feelings appropriately
	Talking with others: listening; responding; discussion and debate	- I can listen and respond to others actively and maintain my concentration for longer periods e.g. Join in conversations; ask and answer questions, share opinions.	- I can join in and participate in discussions, listening carefully and contributing to the ideas of others. - I can begin to understand that people have different ideas. - I am beginning to ask relevant questions to build on my understanding. - I can use my spoken language to develop my understanding. - I can use spoken language to explore imaginative ideas, make predictions and reflect - I can use what I know to try to work out what a word might mean -I can discuss a wide range of texts - I can discuss and clarify the meanings of words
	Role-play and drama	- During role play I can enact simple characters - using appropriate language- -I can think about and consider other people's ideas.	- I can use my ideas from role play to sequence my writing.

Phonics (Monster Phonics) Y1

PHONICS SCREEN	Review ee	Review ir	Review oa	ASSESSMENT 7 Review ow	Review ew	Review or	Review air	Review y	Review o	Compound Words	Days
	ea	ur	oe	ue	ie	ore	ph	Prefix un	k before e, y, i	Numbers	Months
Nonsense words	er	oo (u)	ou	ew	igh	aw	ear	wh	2 syllable words	Contractions	Colours
	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION	HFW REVISION
YEAR 1 CEWs						100 HFws					

Y2

REVIEW ō (u)	REVIEW ey	REVIEW W-ā	REVIEW W-ōr	REVIEW W-ār	REVIEW z (zsh)	REVIEW ti	REVIEW i	Homophone	Vowel suffix drop e	Constants suffixes	Possessive Apostrophe
Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Adding suffix	Vowel suffix Drop e	Vowel suffix Y to i	Contractions	CEWs
water parents beautiful	Mr, Mrs who eye	thought laughed magic, animals I've, I'll who two	where once couldn't only, baby floppy, every suddenly great	any many these small, bear boat home clothes	because we're everyone town how through eyes, boy again	gone horse which pulled fly, why cried, find giant narrator	ASSESSMENT 4 different pulled lived grandad morning, rabbit that's, things king, across along	great, break steak, every even, busy many everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold told, cold, hold whole, clothes only	beautiful move prove improve Who half	ASSESSMENT 5 would, could, should door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again
YEAR 2 CEWs						200 HFws					